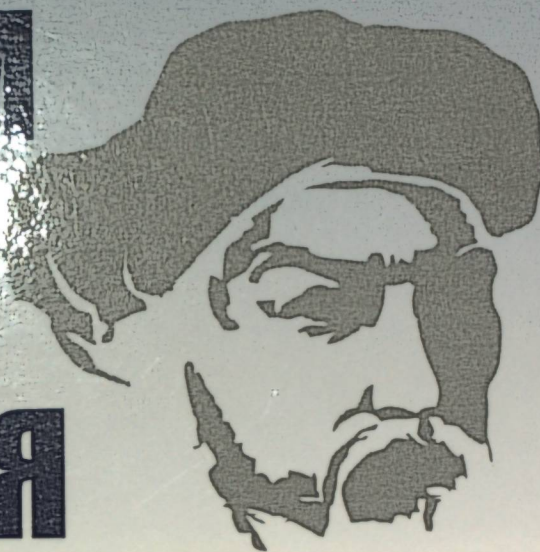




Махмуд Кашгари-Барскани атындагы
чыгыш университети

**БИЛИМ
ЖАНА
ТАРБИЯ**



ИЛИМИЙ - ПЕДАГОГИКАЛЫК ЖУРНАЛ

ЧЫГЫШ УНИВЕРСИТЕТИ
ВОСТОЧНЫЙ УНИВЕРСИТЕТ
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УНИВЕРСИТЕТИНИН ИЛИМИЙ ЖУРНАЛЫ**

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СОДЕРЖАНИЕ

<i>Вступительное слово ректора Восточного университета имени Махмуда Каизгари-Барскани</i>	7
<i>Курманов З.</i> Глобальные притяжения Центральной Азии и перспективы ее сотрудничества с КНР	11
<i>Кравченко Л.А.</i> Интеграционные процессы в образовании - вектор глобализации.....	16
<i>Дононбаев А.</i> Научный и религиозный подходы в системе образования: Pro Et Contra.....	21
<i>Asan Ormushev</i>	26
Features of the development of the Islamic religion in the Central Asian countries.....	26
<i>Алмакучуков К. М.</i> Туристская номинация «Великий Шелковый путь» и парадокс «синхронизации конкурентного поведения»	29
<i>Кылышев Э.</i> Возникновение и историческое значение Великого Шелкового пути	32
<i>Лузанова Е.С.</i> Кыргызская национальная консерватория в координатах сотрудничества на Шелковом пути.....	35
<i>Джусупова А.Дж.</i> Роль великого Шелкового пути в развитии культуры народов Средней Азии	40
<i>Суюнбаев М.Н., Узбеков Д.С., Норузбаева А.К.</i> Уязвимость стран центральной евразии для воздействия со стороны ЭПШП.....	43
<i>Асанкулова С.С., Петренко С.П.</i> Эмпатическое слушание как элемент коучинга в достижении цели.....	47
Empatic hearing as the coaching element in achievement of goals.....	47
<i>Босумбаева Ч.Д.</i> Государство и личность в условиях формирования информационного общества	52
<i>Ташиева Ж.К.</i> Англицизмы в современном русском языке	58
<i>Байызбекова А.А.</i> Традиционные и инновационные типы заданий при работе с текстом в процессе обучения чтению на русском языке студентов - иностранцев	61
<i>Ишимканов К.К.</i> Устойчивость – главное условие развития страны	67
<i>Сарабаева Н. М.</i> О кыргызской кино музыке межкультурных взаимосвязях	71
<i>Сарыбаева С.А.</i> Жарнамалык тексттердин тили	75
<i>Толанов Н.А.</i> Некоторые вопросы формирования коммуникативной компетентности у студентов неязыковых специальностей	78
<i>Кокжалова Р.О.</i> Современные инновации образования в мире.....	82
<i>Кармышакова З.С.</i> О русской разговорной речи.....	88

<i>Тешибаева Г.Ы., Алымбеков К. А.</i> Некоторые вопросы инноваций обучения в вузах Кыргызстана	90
<i>Чекиров К.М.</i> Применение профессионально-ориентированных задач в обучении курсу математики	94
<i>Бакиров Е.А., Байтилеуов С.С.</i> Некоторые теоретические аспекты социальной инфраструктуры.....	98
<i>Байтикова Г.С.</i> Особенности использования интерактивных методов обучения иностранному языку в кыргызских школах	102
<i>Дыйканбаева Т.Т.</i> Позиция учащегося и педагога в образовательном процессе. Организация коммуникации в учебном процессе	107
<i>Кыдырбаева А.Т.</i> Мамлекеттик тилди өнүктүрүү тажрыйбасы	110
<i>Алиясова Г.Д.</i> Интерактивдүү усулдарды колдонуу аркылуу студенттердин коммуникативдик компетенциясын жогорулатуу.....	115
<i>Сыдыкова Р.</i> «Коркут Ата» эпосу – түрк элдеринин жалпы маданий эстелиги	120
<i>Абдыкеримова Д.</i> Национальные особенности развития коммуникативной компетенции менеджера в условиях трансформации общества (кыргызско-китайские отношения).....	123
<i>Аалиева Ш.К.</i> Саясий лидердин өзгөчө сапаттары	126
<i>Абыканова К.Н., Соронкулов Г.У.</i> Инженердик билим берүү жана мамлекеттик тил.....	130
<i>Токторбаева М.Б.</i> The importance of teaching english speaking skills of students.....	134
<i>Kalandarova J.K.</i> The peculiarities of learning foreign languages through proverbs	137
<i>Ammar Younas</i> Introducing an asian credit system along the one belt one road: regionalizing the higher education in Asian Union.....	140
<i>Raziya Syrdybaeva</i> New Trends and Aspects in Cultural Space of Kyrgyzstan Nowadays	143
<i>Сейталиева Г.</i> Права женщин и исламское образование в Кыргызстане.....	146
<i>Tuliaganova Z. K.</i> Modern innovation education in the world.....	153



Чыгыш университетинин ректору, профессор,
саясат таануу илиминин кандидаты

Алмаз Орозакунович Ибраев

“Улуу Жибек жолунун кызматташтык алкагындагы өлкөлөрдө жогорку билим берүүнүн келечеги” аттуу Эл аралык илимий - практикалык конференциянын урматтуу катышуучулары!

Кытай мамлекетинин Сянь шаарынын Түндүк-Батыш университети менен биргеликте панелдик сессиянын форматында өткөрүлүп жаткан конференциянын катышуучулары, жакынкы жана алыскы чет өлкөдөн келген кадырлуу меймандар!

Бүгүнкү илимий иш-чаранын жүрүшүнө ийгилик каалоо менен Махмуд Кашгари-Барскани атындагы Чыгыш университетинин профессордук-окутуучулар жамаатынын атынан ысык салам жолдоого уруксаат берүүңүздөрдү өтүнөм!

Конференциянын кадырлуу меймандары Кувейт университетинин профессору Хейла Аль Мекайми, Турция мамлекетинин Нежметин Эрбокан университетинин проректору доктор Ондер Кутлу, ректор Москва-Экономикалык университетинин ректору Игорь Львович Сурап, Казахстан Республикасынын Улуттук ишкерлер палатасынын башкармасынын төрагасы Мурат Абдуламатович Абенов, «Almaty Management University» университетинин президенти Асылбек Базарбаевич Кожсахметов, Түштүк-Казахстан Педагогикалык университетинин ректору Мурат Асанович Жаркимбаев, «Talent Management Centre» таланттарды башкаруу борборунун директору Айгерим Сейтбатталовна Сейтбатталова, “МИС и С” Таджикстан Улуттук изилдөө технологиялык университетинин филиалынын профессору Мухаммад Бозорович Акрамов, ошондой эле Кытай мамлекетинин Сиань шаарынын Түндүк-Батыш университетинен келген 8 делегат жана. делегациянын курамын жетектеп келген университеттин президенти Гуо Ли Хонг мырза.

Сырттан келген коноктор менен катар бүгүнкү панелдик сессияга илимий чөйрөнүн көрүнүктүү өкүлдөрү-илимпоздор, ЖОЖдордун ректорлору-КЭАУнин президенти Айдаралиев Асылбек, «Адам» БФЭАнын ректору - Симбард Светлана, М. Рыскулбеков атындагы КЭУнун ректору Толобек Камчибеков, Ж.Баласагын атындагы КУУ нун ректору

көп. Ал эми кыргыз тилине которуу теориясына адистерди окутуу жокко эсе. Бул маселенин каралып чыгышы – бүгүнкү күндүн талабы. Анткени кыргыз тилин анча-мынча билгендердин бардыгы эле котормочу болуп алуудан баш тартышпайт экен. Мамлекеттик тилди өнүктүрүү – бул мамлекеттик тилдин сабаттуу берилиши.

Каалаган жаңы нерсени баштоо албетте кыйынчылыктарга туш болот, кемчиликтерди кетируу менен барып өз натыйжаларын бере баштайт. Тил жоголсо, эл жоголот, эл жоголсо улут жоголот. Дүйнөлүк тарыхта мындай жоготуулар миндеп саналат. Мамлекеттик тил кыргыз элинин улуттук аң-сезимин, маданиятын, башка элдерден өзгөчөлөп турган зор байлык. Ошол байлыкты сактап, өнүктүрүп, аздектеп алуу ар бирибиздин ыйык парзыбыз.

Мамлекеттик тилди өнүктүрүүнүн кандай жолдору бар? Мамлекеттик тилди колдонуу мейкиндигин кеңейтүүнүн келечеги барбы? Мына ушул суроолорго жоопту биз бүгүнкү күндө өз ишибизден, мекенибизге жасаган мамилебизден, анын келечеги тууралуу кам көрүүбүздөн издешибиз керек.

Сөзүбүздүн аягында Расул Гамзатовдун “Родной язык” деген ырынан “...Эртең эгер менин тилим жок болсо, Мен өлүүгө бүгүн эле даярмын” деген сөздөрүн эсиңерге салып кетели.

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им Махмуда Кашгари-Барскани.

THE IMPORTANCE OF TEACHING ENGLISH SPEAKING SKILLS OF STUDENTS

The article considers the importance of teaching speaking skills. The author recommends some activities based on the communicative method and learner-centered approach as an effective means in English language teaching, gives examples of exercises aimed at forming speaking skills.

В статье рассматривается важность развития умений говорения у студентов, изучающих английский язык. Автор рекомендует ряд заданий, разработанных в рамках коммуникативного и личностно-ориентированного подходов к обучению иностранным языкам.

Бул макалада англис –тилин үйрөнүүдө студенттердин сүйлөө речин өнүктүрүүнүн манилүүлүгү каралат. Макалада, чет- тилди окутууда коммуникативдик жана инсанга багытталган мамиленин чегинде иштелип чыккан көнүгүүлөр сунуш кылынат.

Key words: communicative approach, speaking skills, communicative activities, warm-up exercises, jigsaw activities.

Ключевые слова: коммуникативный подход, умения говорения, упражнения для разминки, работа в группе(jigsaw activities), коммуникативные упражнения.

Ачкыч сөздөр: коммуникативдик мамиле, топтордо иштөө, коммуникативдик көнүгүүлөр, сүйлөөгө үйрөтүү.

Nowadays teaching foreign languages, especially English, is a matter of great importance in our country. The aim of the given article is to examine the needs that students studying English may have in the first place and to show some activities that will help teachers to achieve that.

The purpose of teaching English is to improve students' four language skills - listening, reading, writing and speaking. The purpose of that is to let students be able to use language in real

life, but as experience shows the problem is that students can hardly communicate, express their opinion with their own words.

To help students speak English fluently, we need to teach them to apply the language in real communication. Therefore, teachers of English must develop activities that could help students improve their speaking skills. Jeremy Harmer points out that there are 3 main reasons for teaching speaking:

speaking activities provide rehearsal opportunities;
speaking tasks show how well students are doing and what problems they are experiencing in

language;
speaking activities help students to become autonomous language users [1]

Usually teachers form judgment about a student's language competence based on their speaking performance rather than on any of the other language skills,

Jo McDonough and Christopher Shaw comment that speaking is often the skill upon which a person is judged “at face value”[2].

Thus speaking is a productive skill that is in the core of communication. Focused speaking skills lessons are very useful. Realistic classroom speaking activities could be seen as an opportunity for rehearsing the things students may want to do outside the classroom, but in a safe environment, where mistakes must not lead to difficulties and embarrassment. For realization of the goal, it is necessary to define adequate methods in developing speaking skills lessons. Communicative activities include any activities that encourage and require a learner to speak with and listen to other learners. Efficiency of these activities is based on putting the students in conditions under which they will have to communicate and exchange opinions on the topic set by the teacher at that moment.

The main goal of our classes at the Eastern University is truly to all the students to communicate fluently in English, for this reason, speaking skills should be taught and practiced in the classroom. Next, we will try to show and explain the main problems that occur during teaching speaking to students. While teaching English to the first and second year students we have faced some problems in teaching speaking skills. They are the following: language barrier, little class participation, lack of linguistic knowledge, lack of ideas, mother tongue interference poor vocabulary.

As Penny Ur suggests, good speaking skills classrooms are ones where learners talk a lot, participation is even, motivation is high and the language is at an acceptable level [3]. If students do not learn how to speak or do not get any opportunity to speak in the language classroom, they may soon get de-motivated and lose interest in learning. Therefore, as we can see, teachers of English need to be aware of motivation, which is a consideration in determining whether students are willing to communicate: the more meaningful the materials and tasks are for the students involved the better the outcome will be. Therefore, motivation is a very important feature that promotes the development of speaking skills in our students.

As it was mentioned above, the most effective method of teaching speaking skills is the usage of the communicative approach. In our article, we will describe some methods (ways) that are helpful in getting students to practice speaking skills effectively in a short period. Communicative activities.

The best thing about using communication activities is that students are involved in authentic, independent, and cooperative communication without direct teacher involvement. In communication within friendly atmosphere the students can use much of the language they learned before, especially if it is connected with real -life experience and exchange. All aspects(phonetics, lexis, grammar) of the language should work together for successful communication to take place.

The most important thing about group- work is that it gives students greater opportunity to speak. I would like to give an example of a group speaking activity.

Students practice giving advice to each other. Copy and cut up one sheet per group of 3 or 4. Language What should I do?(I think) you should.... You shouldn't.....If I were you, I'd.....

- Demonstrate the activity by inventing a problem, e.g. I want to buy a pet but I live in a flat. Quickly elicit/revise the phrases from Language by asking the class to give you advice.
- Put SS into groups of 3 or 4. Give each group a set of cards face down or in an envelope.
- One student picks up a card and reads out his/her situation. Each student in the group has to try to give a different piece of advice. The student should say which piece of advice he/ she thinks is the best, and give the card to that person. Now another student takes a card and the others offer advice. The student who is given the most cards is the winner.

Role-play Activities

Role play activities help students to speak in different social contexts and to assume varied social roles in the classroom. This activity is practical, entertaining, and gets students to produce authentic English. Students will be more motivated and eager to participate if you present them with a realistic situation that they might encounter in their daily lives.

Example: A group role play

SS take turns to play the role of a tourist in their town. Copy and cut up one sheet per 3SS
 Superlatives: What's the most famous place in the town? What's the best souvenir to buy?

Put SS into groups of 3: A, B and C. Tell them that they are going to be tourists.
 are local residents, etc. Each tourist has different questions.
 Give out the role cards and remind SS that they have to make the adjectives in brackets superlative.

Demonstrate the activity. You are the tourist. Say Excuse me, can you help me? I'm a tourist.
 What are the most interesting monuments in this town? Elicit ideas.

Remind the 'local residents' that, as they are speaking to a tourist who doesn't speak their language, they must explain everything in English. Remind the 'tourists' that if a local resident uses a L1 word or expression to say I'm sorry, I don't understand. What is(.....)

Tourist A	Tourist B
What (interesting) thing to do?	What's (famous) place in the town?
What's(beautiful) park?	What's(typical) thing to eat?
What's (dangerous) area?	What's the(old) building?
Where's (good) place to take a photo of the town?	What's (popular) area to go out at night?
What's (easy) way to get around?	What's (good) hotel here?
What's (interesting) local festival?	What's(beautiful) place near here to go for an excursion?
Tourist C	
What's(typical) thing to drink?	Where's(exciting) nightlife?
What's(good) souvenir to buy?	Where's(good) shopping area?
What's(famous) sports team?	What's (easy) way to meet some local people?

Jigsaw Activities

Jigsaw tasks practice two very different areas of skill in the foreign language. Firstly, the students have to understand the bits of information they are given(i.e. listening or reading comprehension) and describe them to the rest of the group. This makes them realize how important pronunciation and intonation are in making yourself understood.

Secondly, the students have to organize the process of finding the solution; a lot of interactional language is needed here. Because the language elements required by jigsaw tasks are not available at beginners' level, this type of activity is best used with intermediate and more advanced students.

Jigsaw guessing

- Aims skills-speaking
- Language-making suggestions
- Other- fun, cooperation
- Level Intermediate

Organization: Groups

Preparation One puzzle for each group, the solution to which makes a word.

Procedure Step 1; Each group receives a piece of paper with questions on it. The solution to each question is a word.

Step2: All the SS in the group try to make a new word out of the first letters of the individual words they have found.

Step3:As soon as the group words have been formed, they are written on the blackboard. The first letters of all the group words give the solution to the whole puzzle.

Remarks The puzzles below are designed for seven groups of four SS each. The group solutions are 1 YEAR(yawn, eat, accident, ride); 2 APPLE (afternoon, pear, postman, like, elephant). 3DESK (dear, eleven, song, knife).4 INTO(Indian, name, tea, old). 5LAMP(love, answer, moon, pen). 6 OVER(orange, valley, end, rich). 7HAND(happy, Australia, new, difficult). The first letters of the group words for form HOLIDAY(read backwards from group 7 to 1).

group 1

Find these words:

- 1 you do it when you are tired.
 - 2 you cannot.... milk or tea, but you can apples, bread, cake and chocolate.
 - 3 you do it on horses and bicycles.
 - 4 when two cars crash into each other, they have an
- Make a word from the first letters of these words. The group word: a period of time.

group 2

Find these words:

- 1 A big animal with grey skin and a trunk.
 - 2 He delivers letters.
 - 3 A kind of fruit, not an apple.
 - 4 If you do not dislike something you it.
 - 5 The time from noon till evening.
- Make a word from the first letters of these words. The group word: A kind of fruit.

group 3

Find these words:

- 1 Jingle Bells, clementine and old MacDonald are
 - 2 You need a fork, a and a spoon for eating.
 - 3 The first word in a letter.
 - 4 Number between ten and twelve.
- Make a word from the first letters of these words. The group word: a piece of furniture.

group 4

Find these words:

- 1 Not young but
 - 2 A hot drink, sometimes made from bags.
 - 3 They were in north america before the europeans came.
 - 4 You are called by it.
- Make a word from the first letters of these words. The group word: a preposition.

group 5

Find these words:

- 1 When you ask a question you usually get an
- 2 In the sky at night, big and bright.
- 3 You write with it.

4 Last word in a letter to a good friend. Make a word from the first letters of these words. The group word: it gives you light.

group 6

Find these words:

1 A fruit and a colour.

2 Between two mountains.

3 If you have lots of money you are

4 Everything has a beginning and an Make a word from the first letters of these words. The group word: a preposition

group 7

Find these words:

1 Something that is not easy is

2 Something that is not old is

3 Kangaroos and koalas live there.

4 If it was your birthday today people would say 'birthday' to you.

Make a word from the first letters of these words. The group word: a part of the body.

Warming-up exercises

One important use of warming-up exercises is with new classes at the beginning of a course or the school year. If you join in the activities and let the class know something about yourself, the SS are more likely to accept you as a person and not just as a teacher. A second use of warming-up activities lies in getting SS into the right mood before starting on some new project or task. Most of the warming-up exercises are suitable for beginners because they don't demand more than simple questions and answers. But the language content of the exercises can easily be adapted to a higher level of proficiency.

Back to back

Aims Skills-speaking, listening comprehension

Language-descriptive sentences (clothes, appearance), stating whether something is right or wrong

Other-observation, memory

Organization Pairs

Preparation (Cassette recorder with music tape or radio)

Time- 10-20 minutes

Procedure Step1; While the music is playing or the teacher is clapping, everybody walks around the room observing other people's clothes, hairstyle, etc. As soon as the music stops, each student pairs up with the person standing nearest and they stand back. Taking turns, each of them makes statements about the other's appearance, e, g. Student A: "I think you're wearing blue jeans." Student B: "That's not right. My trousers are blue, but they are not jeans" etc.

Step2: After a few minutes the music starts again and all partners separate. When the music stops a second time, the procedure described in step1 is repeated with a different partner. Three or description phases are sufficient.

Variations A student is allowed to keep making statements as long as they are correct. As soon as he mentions something that is wrong, it is his partner's turn to start describing him.

In conclusion, we can point out that well-prepared communicative activities considerably enrich English lessons, do them significant for philological profile students and help them maintain interest in studying English. So, as teachers, we should try to prepare students the real world speaking experience and try to be good role-models.

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THE PECULIARITIES OF LEARNING FOREIGN LANGUAGES THROUGH PROVERBS

Proverbs make our speech fluent, natural and colorful, can allow us to perform certain communicative functions, and can increase our understanding and awareness of the target language and culture. Ignorance of those expressions can create communication problems.

The paper reports how learners draw resources from their local knowledge reservoir when we use proverbs as multilinguacultural approach to teach English.

Key words: culture, cross cultural communication, cross cultural competence.

В статье рассматривается значение пословиц в речи, их функции и роль в обогащении языка. Анализируется межлингвокультурный подход при обучении английскому языку.

Ключевые слова: культура, межкультурная коммуникация, межкультурная компетенция.

Макал лакаптар бидин сүйлөө речибизди накта жана көркөм кылат, белгилүү бир коммуникативдүү функцияларды аткарууга жардам берет жана үйрөнүп жаткан тилдерди элдердин маданияты аркылуу түшүнүүгө болот. Анткени ошол сөздөрдү билбөө же колдоно билбөө пикир алмашууда келишпестиктерге алып келет. Бул макалада англис тилин эл аралык лингвомаданият аркылуу үйрөнүү ыкмасы баяндалат жана да чет тилин үйрөнүүдө колдонуучулардын билим алууда түгөнбөс ресурс катары каралат.

Негизги сөздөр: маданият, эл аралык маданият байланыш, маданият аралык компетенция.

Most researchers nowadays believe that to learn languages is impossible without taking into account cultural aspects of language. Culture is one of the essential elements that distinguish a society from most of other communities, and it is a complex combination of elements, such as language, history, literature, art, folklore, etc. In general, culture includes all the social practices that bind people together but also those which distinguish them from others. Cultural differences may be the source of miscommunication for politicians, businessmen, scientists, students and all involved in social contacts with people of different cultural backgrounds. Each culture has a system of its own values which may be very different in various countries.

One can distinguish between culturally close and culturally distant societies. The proverbs are common to all communities and though each culture has its own set of proverbs, the same wisdom can usually be recognized in a different culture. It is the "training of the heart and mind" and consists in developing socially accepted feelings and emotions. Proverbs help moral development which includes both thinking and behaving morally. Proverbs are combination of "universal" and "national-cultural" factors, which are interwoven.

A proverb is a short, generally known sentence of the folk which contains wisdom, truth, morals, and traditional views in a metaphorical, fixed and memorable form and which is handed down from generation to generation. This definition may serve as basis to briefly explain the history, form and function of the proverb.

I want to share some activities that we do at the English lessons. Hopefully, they can inspire you to further ideas. I used to have a book with a collection of Kyrgyz proverbs and sayings. I discovered a great deal of knowledge, wisdom on the pages of that book. Those proverbs opened a door for me to a better understanding of culture as well as important norms, morals, and life values. Indeed, I can say they helped me to become more intelligent human being. Proverbs are concise, easy to remember and useful in every situation in life due to their content of everyday